

# Green Sea Floyds Elementary

5000 Tulip Grove Road  
Green Sea, South Carolina 29545

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	650 Students	
<b>Principal</b>	Shirley H. Huggins	843-392-1078
<b>Superintendent</b>	Gerrita Postlewait	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	57	34	2

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Excellent	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	No

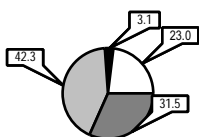
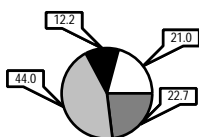
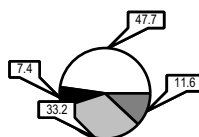
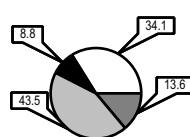
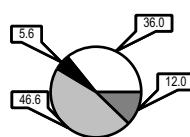
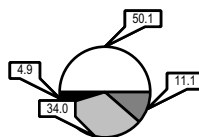
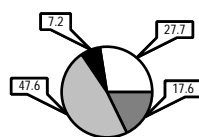
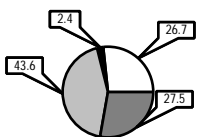
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	378	100.0	23.0	42.3	31.5	3.1	44.3	Yes	Yes
<b>Gender</b>									
Male	190	100.0	24.0	42.3	30.3	3.4	42.3		
Female	188	100.0	22.0	42.4	32.8	2.8	46.3		
<b>Racial/Ethnic Group</b>									
White	209	100.0	15.9	36.9	42.6	4.6	59.0	Yes	Yes
African American	153	100.0	34.5	47.9	16.2	1.4	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	7.7	61.5	30.8	0.0	46.2	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	312	100.0	15.2	44.5	36.6	3.8	50.7		
Disabled	66	100.0	59.7	32.3	8.1	0.0	14.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	378	100.0	23.0	42.3	31.5	3.1	44.3		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	100.0	23.2	41.8	31.8	3.2	44.7		
<b>Socio-Economic Status</b>									
Subsidized meals	300	100.0	28.0	45.1	24.7	2.2	35.6	Yes	Yes
Full-pay meals	78	100.0	5.2	32.5	55.8	6.5	75.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	378	100.0	21.0	44.0	22.7	12.2	50.0	Yes	Yes
<b>Gender</b>									
Male	190	100.0	22.3	40.0	22.3	15.4	50.9		
Female	188	100.0	19.8	48.0	23.2	9.0	49.2		
<b>Racial/Ethnic Group</b>									
White	209	100.0	14.4	40.5	28.7	16.4	60.0	Yes	Yes
African American	153	100.0	32.4	47.2	14.1	6.3	33.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	0.0	61.5	23.1	15.4	76.9	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	312	100.0	12.4	46.2	26.6	14.8	57.9		
Disabled	66	100.0	61.3	33.9	4.8	0.0	12.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	378	100.0	21.0	44.0	22.7	12.2	50.0		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	100.0	21.2	43.6	22.9	12.3	50.1		
<b>Socio-Economic Status</b>									
Subsidized meals	300	100.0	25.8	45.1	20.0	9.1	44.0	Yes	Yes
Full-pay meals	78	100.0	3.9	40.3	32.5	23.4	71.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	378	100.0	47.7	33.2	11.6	7.4	19.0
<b>Gender</b>							
Male	190	100.0	48.0	29.1	13.7	9.1	22.9
Female	188	100.0	47.5	37.3	9.6	5.6	15.3
<b>Racial/Ethnic Group</b>							
White	209	100.0	32.8	40.5	15.9	10.8	26.7
African American	153	100.0	68.3	22.5	6.3	2.8	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	38.5	46.2	7.7	7.7	15.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	312	100.0	40.3	37.6	13.1	9.0	22.1
Disabled	66	100.0	82.3	12.9	4.8	0.0	4.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	378	100.0	47.7	33.2	11.6	7.4	19.0
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	100.0	47.3	33.5	11.7	7.4	19.2
<b>Socio-Economic Status</b>							
Subsidized meals	300	100.0	53.8	32.7	8.4	5.1	13.5
Full-pay meals	78	100.0	26.0	35.1	23.4	15.6	39.0

<b>Social Studies</b>							
All Students	378	99.7	33.9	43.6	13.7	8.8	22.5
<b>Gender</b>							
Male	190	99.5	32.2	41.4	17.8	8.6	26.4
Female	188	100.0	35.6	45.8	9.6	9.0	18.6
<b>Racial/Ethnic Group</b>							
White	209	100.0	22.6	47.2	17.4	12.8	30.3
African American	153	99.4	53.2	35.5	7.8	3.5	11.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	0.0	69.2	23.1	7.7	30.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	312	100.0	29.0	44.5	16.2	10.3	26.6
Disabled	66	98.5	57.4	39.3	1.6	1.6	3.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	378	99.7	33.9	43.6	13.7	8.8	22.5
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	99.7	34.2	43.1	13.8	8.9	22.7
<b>Socio-Economic Status</b>							
Subsidized meals	300	99.7	40.1	42.3	10.6	6.9	17.5
Full-pay meals	78	100.0	11.7	48.1	24.7	15.6	40.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	97	100.0	10.8	37.6	43.0	8.6	51.6
	4	93	100.0	10.9	47.8	40.2	1.1	41.3
	5	93	97.9	14.9	54.0	29.9	1.1	31.0
	6	96	100.0	30.9	46.8	17.0	5.3	22.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	13.7	28.8	53.4	4.1	57.5
	4	103	100.0	21.2	54.5	23.2	1.0	24.2
	5	92	100.0	20.7	52.4	26.8	0.0	26.8
	6	102	100.0	33.7	31.6	27.6	7.1	34.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	97	100.0	20.4	51.6	20.4	7.5	28.0
	4	93	100.0	15.2	50.0	15.2	19.6	34.8
	5	93	97.9	12.6	44.8	23.0	19.5	42.5
	6	96	100.0	14.9	45.7	23.4	16.0	39.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	15.1	65.8	16.4	2.7	19.2
	4	103	100.0	29.3	35.4	26.3	9.1	35.4
	5	92	100.0	19.5	46.3	22.0	12.2	34.1
	6	102	100.0	18.4	34.7	24.5	22.4	46.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	53.4	38.4	8.2	0.0	8.2
	4	103	100.0	56.6	26.3	12.1	5.1	17.2
	5	92	100.0	53.7	29.3	9.8	7.3	17.1
	6	102	100.0	29.6	39.8	15.3	15.3	30.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	28.8	53.4	16.4	1.4	17.8
	4	103	100.0	33.3	54.5	6.1	6.1	12.1
	5	92	100.0	46.3	35.4	12.2	6.1	18.3
	6	102	99.0	27.8	32.0	20.6	19.6	40.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 650)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.6%	100.0%	100.0%
Retention rate	2.0%	Down from 2.9%	3.4%	3.0%
Attendance rate	95.8%	Down from 96.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.5%	Down from 11.4%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%	Down from 11.9%	3.6%	3.2%
Eligible for gifted and talented	17.7%	No change	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Down from 11.7%	8.4%	8.2%
Older than usual for grade	1.1%	Down from 1.4%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 1.6%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	32.6%	Down from 34.0%	48.6%	52.6%
Continuing contract teachers	84.8%	Up from 83.0%	82.2%	83.3%
Highly qualified teachers	90.7%	Down from 95.0%	93.9%	93.5%
Teachers with emergency or provisional certificates	5.0%	Down from 7.9%	0.0%	0.0%
Teachers returning from previous year	90.0%	Up from 88.3%	86.2%	87.0%
Teacher attendance rate	92.5%	Up from 92.2%	94.9%	95.0%
Average teacher salary	\$42,107	Up 5.1%	\$41,078	\$41,703
Prof. development days/teacher	15.6 days	Up from 13.2 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.8 to 1	18.0 to 1	18.8 to 1
Prime instructional time	87.5%	No change	89.7%	89.8%
Dollars spent per pupil*	\$6,744	Up 3.6%	\$6,510	\$6,242
Percent of expenditures for teacher salaries*	61.0%	Up from 60.7%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Green Sea Floyds Elementary School is pleased to share with you our 2005 state report card, highlighting the achievements of our students and staff. The school participated in several service projects, many of which were sponsored by our student council. The school projects included a canned food drive, Jump Rope for Heart, tsunami orphanage relief, March of Dimes, and Relay for Life.

Our school worked hard to reach our performance goals and to accomplish our school's vision: "By 2005, Green Sea Floyds Elementary School will be the top performing school of its kind in South Carolina." Some of our school results and initiatives that contributed to our winning the Gold AYP Award from the district for 2005 are the following: Family Reading Night, Math Celebration program (186 students recognized), students setting goals for MAP and PACT, after-school tutorial, Reading Recovery Program, Early Reading Intervention Program, during the day tutorial, Renaissance Program and Hard Work Café (for students with outstanding behavior and achievement).

Other factors of celebration were the areas where our performance goals were met. Performance goals for 2005 were met on the DRA text level of 3 and above for kindergarten (98.6%) and first grade DRA text level above 16 (97.6%). PACT performance goals for meeting standards were met in ELA in grades 1 and 2. Grades 2 and 6 met their goals for meeting standards in math. PACT performance goals for students scoring advanced were met in math in grades 4-6.

Our staff participated in weekly grade level planning, mapping out the curriculum to be taught based on the South Carolina curriculum standards and results on MAP and PACT data. The curriculum specialist designed staff development to provide differentiated instruction and informed the staff about reading and math strategies which would improve the reading skills of students. Extensive work was done with Ruby Payne's Framework on Poverty to enhance the achievement of the students.

The PTA offered support by conducting successful fundraisers to purchase additional materials and resources. Many of the programs, materials, and resources that we have were funded by Title I.

One of our main focuses for 2006 will be to continue our work to assure that we meet all objectives for Adequate Yearly Progress. In order to do this, we must strive to improve parent involvement and student achievement. It will take the total commitment of the staff, parents, and students in order to meet the challenges that will continue to make us a highly successful school.

Shirley H. Huggins, Principal

Marcus Fowler, 2004-05 School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	41	90	40
<b>Percent satisfied with learning environment</b>	82.9%	75.9%	82.5%
<b>Percent satisfied with social and physical environment</b>	85.0%	77.5%	85.0%
<b>Percent satisfied with school-home relations</b>	61.0%	85.4%	70.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.